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AUTHOR Blackmer, Marilyn Z.
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ABSTRACT

An elementary school science teacher implemented a practicum intervention designed to improve students' critical thinking skills by emphasizing the role of the parent as a resource at home. A total of 25 parents of third-fifth graders were instructed in four sessions in the Talent's Unlimited thinking skills model. Sessions focused on productive thinking, forecasting, decision making, planning, and communication. Practicum evaluation data were derived from analyses of taped parent and child discussions of a poem and self-reflection surveys from 21 parents. Data indicated that the intervention was effective. Parents' higher level questions eliciting recall, application, analysis, synthesis, and evaluation increased, and parents' awareness of critical thinking skills also increased. The parent self-evaluation survey and the curriculum for the parent training sessions are included as attachments to the report. (RH)

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INCREASING THE AWARENESS OF CRITICAL THINKING SKILLS THROUGH A PROGRAM OF PARENT INVOLVEMENT

by
MARILYN Z. BLACKMER

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
Master of Science.

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August, 1987

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ABSTRACT

Increasing The Awareness of Critical Thinking Skills Through a Program of Parent Involvement.

Blackmer, Marilyn Z., 1987: Practicum Report, Nova University, Center for the Advancement of Education. Descriptors: Elementary Education/ Critical Thinking Skills/ Higher Order Questioning/ Parent Involvement/ Parent Workshop/ Talent's Unlimited

This report describes a program to improve the critical thinking skills (CTS) in students by emphasizing the role of the parent as a home resource. Evidence of the problem was documented by classroom observation of the Academically Gifted Program and by findings of the district CTS Task Force. Addressed in this practicum study was the low percentage of class time in which students demonstrated higher level thinking skills. As a part of the intervention strategy, parents were instructed in the Talent's Unlimited model which was designed to enhance CTS awareness. The goal of the researcher was to increase CTS usage among students via parental implementation of CTS in the home. The results were measured by attitudinal surveys and a checklist identifying types and levels of questions asked by parents. Results showed an increase in the frequency of higher level questions asked by parents and an increased parental awareness of CTS.

AUTHORSHIP STATEMENT

I hereby affirm that this paper and the work it represents are entirely my own. Where it was necessary to cite work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn the same respect.

APPENDIX F

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OBSERVER VERIFICATION FORM

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Practicum Title Increasing the Awareness of Critical Thinking Skills through Program of Parent Involvement

Student's Name Marilyn Z. Blackmer

Program Site Lake Magdalene School Date 7-6-87

Observer's Name Marian Petersen Marian Petersen
(please print ---------- and sign)

Observer's position Elementary School Principal

Observer's comment on impact of the project (handwritten): The parent study group met at Lake Magdalene School from 7:00-8:00 p.m. on April 16, 30, May 14 and 28. The average attendance was 25. There was a great deal of interaction between the parents and the group leader, Ms. Blackmer. Parent interest was keen. This project should be repeated next school year for other parents.
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Chapter I

Purpose

The school system that employs this author is the fourteenth largest in the United States and the third largest in the state. The northwest area, the site of this author's school, is a rapidly growing area of the county. It is a predominately white, upper-class community which has a history of being actively involved in the educational system.

This author's school is the largest elementary school in the district and serves students in grades kindergarten through fifth. There are 1,137 students enrolled in the school, 84 percent which are white, 12 percent black, three percent hispanic, and one percent other.

The PTA has 1,000 members and spent over $17,000 in the 1985-1986 school year on equipment and services for the school. Parent volunteers are active as clinic helpers, homeroom mothers, Arts Alive volunteers, library assistants, and Block Home

Parents. The school received the Golden Service Award in recognition of the tremendous number of volunteer hours.

Evidence of the active role of parents in the learning process of their children, precipitated this author's conclusion that the parents would choose to participate in a program designed to correct an educational deficiency. When presented with the data which demonstrated the need for additional Critical Thinking Skills (CTS) in the classroom, this author felt the history of parent involvement in the school indicated that the parents would take an active interest in the problem.

This author is employed as a science teacher to fourth and fifth grade gifted students. One of the many responsibilites of this assignment is serving as a resource person in science for the faculty and the parents. It was this established capacity as a resource teacher that insured implementation of the practicum interventions.

The problem addressed by this practicum is the role of parents in improving student thinking. The interest in improving student thinking has accelerated in recent years. Excellence in education has been the

focus of media attention, legislation, and in-depth studies at the national, state, and local level. The inclusion of higher order thinking skills in the curriculum has been targeted as an educational need. The National Commission on Excellence in Education (NCEE) reported:

> Many 17-year-olds do not possess the higher order intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written materials; only one-fifth can write persuasive essays; and only one-third can solve a mathematics problem requiring several steps (NCEE, 1983:8).

The findings of the Association of Supervision and Curriculum Development (ASCD) concluded that the performance of students on existing measures of higher-order thinking ability point to a critical need for students to develop the skills and attitudes of effective thinking (ASCD, 1985).

At the state level, the Florida Association of Supervision and Curriculum Development (FASCD) position statement declared:

> Instruction in thinking skills must be promoted at all grade levels in all subject areas to improve student performance in these skills to their fullest potential (FASCD, 1987:8).

The Governor's Commission on Secondary Schools (1983) for the State of Florida affirmed the need to provide the students with more sophisticated "higher-order" skills. A state legislative task force (1984) concluded that grades four and five should include higher level thinking strategies. The Performance Standards of Excellence in Science (1984) require the inclusion of CTS within the content.

Keeping pace with the national and state studies, this author's school district formulated a task force to investigate CTS at the district level. The District Task Force goal was to:

> Work as a group to identify dimensions and strategies for teaching thinking, using research and literature, to propose models or strategies for promoting the development of thinking skills for all elementary students (Task Force, 1986:1).

The results of the Cycle II Evaluation of the Academically Gifted Program (AGP) served as a stimulus for the CTS Task Force. The report concluded that students spent a low percentage of time using CTS and that teachers used higher order questioning a low percentage of classtime (AGP, 1985). One objective of the Task Force was to establish study groups to field test, review and make recommendations on the most

promising thinking skills strategies or models. This author's school was asked to form one of the thinking skills study groups. The study group was comprised of the principal, the curriculum intervention specialist, two fourth grade teachers, a third grade teacher, a first grade teacher, and this author.

The selection of the practicum problem was a direct result of the author's involvement in this study. Consistent with state and national reports, evidence from the study showed students used higher level thinking skills a low percentage of classtime. For example, third, fourth, and fifth grade students at this author's school were observed by district level personnel in the AGP and by members of the CTS Task Force. Results of these observations indicated that these students demonstrated higher level thinking skills only 25 percent of the classtime. Further evidence of the problem, from discussions of the CTS Task Force, were the lack of higher level questions in subject area teacher editions, the lack of teacher/administrator awareness of CTS, and the lack of teacher training in the area of thinking skills.

The long term intent of this practicum was to increase the incidences of higher level thinking

skills in the third, fourth, and fifth grade students at this author's school. Because of strong parental support in the community and because of the research on effective schools that identifies the importance of parental support to student success in school, this author targeted parents as a key link to correcting the problem (Costa, 1985; Barell, 1985; Wagonseller, 1979). Therefore, the "immediate problem" addressed by this practicum was the infrequent use of higher level questions by parents with their children and the low awareness level of parents in regards to higher level thinking. As indicated by pre-assessment data collected by this author on 25 parents, higher level questions were used only 10 percent of the time during a parent/child discussion.

The objectives for this practicum, implemented from April 1987 to June 1987, are as follows:

1. As a result of a Parent Training Program in CTS, the incidences of higher level questions asked by the parent participants during two recorded interaction sessions with their child, will increase 10 percent from the first taped session to the last taped session as measured by trained observers using an instrument based on Bloom's Taxonomy (Appendix B:37).

2. As a result of a Parent Training Program in CTS, the parent participants will show a .5 point increase on a 5 point scale in their awareness level of critical thinking skills as measured by a self-reflection survey admininstered pre and post test.

The rationale for determining the significant areas of projected growth are as follows:

1. As a result of teacher training in the AGP the percentage of higher level questions increased 25 percent and were projected to be only nine percent (AGP, 1986). The parent training program was designed to provide CTS awareness for parents and to offer them CTS strategies to use with their children.

2. In a validation study of the Talent's Unlimited (TU) model the experimental group demonstrated the following:

* Grades two and three showed a significant difference on all ten talent tests.
* Grade four showed a significant difference on seven of the ten talent tests.
* Grade five showed a significant difference on five of the ten talent tests with the other five being non-significant (TU, 1979).

3. As a result of the CTS study group experience, the percentage of higher level questions increased in the participants classrooms. The intent of the parent training program is similar to that of the study group; to increase awareness and to become better informed in the area of CTS.

Chapter II

Research and Solution Strategy

Developing an academic climate which is conducive to helping students become effective thinkers, is being recognized as an important goal of education. However, there are some educators who perceive the inclusion of the teaching of thinking skills in the curriculum, as being incompatible with "basic skills" (Joyce, 1985). The National Science Board Commission (NSBC) on Pre-College Education addressed this concern in their report. The commission concluded:

> We must return to basics, but the basics of the 21st century are not only reading, writing, and arithmetic. They include communication and higher problem-solving skills, and scientific and technological literacy - the thinking tools that allow us to understand the technological world around us(NSBC, 1983).

The importance of giving students the fullest education to prepare them for a world-wide technological society seems to be the prevalent

philosophy of the academic community. The incorporation of thinking skills in the curriculum is recognized as a means of achieving this goal. The selection of the method of implementing thinking skills in the curriculum is a controversial issue. According to the Kingswood CTS study group, the three major viewpoints relating to the teaching of thinking skills are as follows:

1. Thinking skills taught as a separate subject.
2. Thinking skills taught in conjunction with other subjects.
3. Pervading the curriculum with the teaching of thinking.

The review of literature reveals that some researchers prefer commercially prepared thinking skills programs. Some of the programs that are available are as follows: Odyssey, Learning to Learn, Creative Problem Solving, Great Books, Higher-Order Thinking Skills, Talents Unlimited, Critical Analysis and Thinking Skills, and Project Success Enrichment. This author has received over 130 publications this year offering thinking skills programs. The programs vary in cost of implementation, amount of teacher

training, and method of presentation. Many of the commercially prepared programs recommend the teaching of thinking skills as a separate subject.

Research reveals plans which involve the creation of the thinking skill curriculum and strategies by their users as opposed to using a commercially prepared program (Joyce, 1985; FASCD, 1987). The following plan which was developed by John Belanca, is a representative example of this approach.

1. Establish district goals for thinking skills instruction.
2. Identify specific thinking skills for each grade.
3. Design lessons to teach each skill.
4. Ascertain its teacher's ability to implement thinking skills strategies.
5. Design staff development programs.
6. Use coaching and clinical supervision strategies to ensure the high transfer of thinking skills in the classroom (ASCD, 1985).

The Florida Association of Supervision and Curriculum Development position statement concluded: "Teaching thinking skills should be integrated into

the instruction of all areas of the already existing curriculum" (FASCD, 1987). Sokoloff (1984:1) stated "Teaching thinking as a separate subject is like teaching someone to swim without letting them go into the water."

Sternberg (1987) suggests that thinking skill instruction is possible and desirable but it is not simple. Sternberg contends that the debate regarding whether thinking skills should be infused or separate, holistic or process based is pointless because the answer is almost always some combination of the two. Spaulding as cited by Joyce (1985:6) states: "That for maximum effect, they (models) are generally used in combination, which can lead to some very impressive results." Joyce (1985) states that models are combined to address different kinds of objectives and thinking that we wish to engender.

In the view of this author, research supports the need for teaching thinking skills and supports the need to place the responsibility of selecting the appropriate method on the designated educators of each district.

The solution strategy chosen for this practicum implemention is to use parents as a home resource to

encourage the development of thinking skills in their children. The literature supports parent involvement as an effective element in improving student learning (Portes, 1984; Lintz, 1986; Achilles, 1986;). For example Arthur Costa (1985:31) stated:

> Parents probably have the most effect on children's abilities and inclinations for mental development. Concerned parents model thinking; their language engages differential cognitive structures. Often what we do in schools to teach thinking is remedial for those students whose parents do not provide this mediation.

Costa (1985:31) also concluded that "Time and energy invested in parental education pay high dividends." Barell(1985) recommended:

1. Inform the parents of the new program.
2. Conduct training sessions with interested parents so they can practice the new behaviors and become resources of the teacher.

ASCD (1985) supported the philosophy that education of the intellect must be perceived as a value of the school and community and recommended that parent education should be provided to foster and support thinking at home.

Teachers, students, and parents were all considered as possible vehicles for the implementation of thinking skills. Parents were selected as the target group for this practicum implementation based on research, this author's previous success with parent groups, parental requests for information regarding thinking skills, and the willingness of the community to participate in school related opportunities. Due to time and space constraints, the targeted group of parents was limited to those parents with children in the third, fourth, and fifth grades at this author's school. Due to the existing demands placed on teacher time and the lack of financial resources to compensate teachers for after school participation, this author concluded that teachers were not an appropriate target group for this practicum implementation. Direct contact with students was discounted on the grounds of curricular and scheduling demands placed upon this author during the school day.

The Talent's Unlimited thinking skills model was selected by this author for the practicum implementation for the following reasons:

1. This author was trained in this method.

2. It was inexpensive to implement.
3. It was simplistic in design.
4. It employed ungraded strategies.
5. It was interdisciplinary.
6. It was motivating to all involved.

Chapter III

Method

Decision on Problem:

The stimulus for this practicum began in the fall of 1986. After serving on a CTS study group from September 1986, through February 1987, this author was made aware of the significant need to improve higher level thinking skills in students. The identification of the problem area was the first step of the implementation process. Refer to the timeline (Appendix C:38) for a visual representation of the implementation procedure.

This author met with members of the District CTS Task Force and CTS Study Group the first week in March to discuss possible implementation strategies. Consideration was given to research, time constraints, financial resources, community involvement and strengths of this author, in selecting the parent participation strategy.

Identification of Evaluation Instruments:

This author's active participation in two research studies during the 1986-1987 school year influenced the selection of evaluation instruments for this practicum. An observation instrument was used as a data collection tool in a research study conducted by a doctoral candidate at this author's school. A validation study of this research, confirmed the effectiveness of the observation instrument in documenting the frequency of questions during a taped session. The observation instrument (Appendix B:37) used by this author was designed with respect to the candidate's model. The poem, "I Paint the Joy of a Flower" by Bill Martin (Appendix F:41) was selected as the stimulus for the taped parent/child interaction session. This poem was selected because the style and content were conducive to lower and higher level questions. The observers employed for this practicum, were trained by the doctoral candidate in the documentation procedure.

The parent self-reflection survey (Appendix A:36) was adapted from a model found in Developing Minds (ASCD, 1985). A modification of this form proved beneficial in data collection for the school based CTS study group.

Development of Parent Training Program:

The selection of materials to be used for the parent workshop was completed by the second week of March. The basis for selecting Talent's Unlimited materials as content for the parent training sessions is as follows:

1. This author has successfully completed training in the thinking skills model.
2. It is inexpensive to implement.
3. It is simple in design.
4. It employs ungraded strategies.
5. It is interdisciplinary.
6. It is motivating to all involved.

This author chose to consolidate the Talent's Unlimited materials into four sessions: Productive Thinking, Forecasting, Decision Making/Planning, and Communication. Time constraints were the basis of the

consolidation. Using the format that had been successfully tested by Talent's Unlimited, the training program was designed with a two week interval between each session to permit application of the strategies.

The selection of the activities was based upon the amount of preparation time required by the parent, the techniques necessary to present the material, and this author's background in hands-on science activities. This author followed the Talent's Unlimited suggested sequence for the presentation of the five talents. The order was as follows:

Session 1. Productive Thinking

Session 2. Forecasting

Session 3. Decision Making/Planning

Session 4. Communication

Each session was composed of the following:

1. An opportunity for sharing
2. An overview of the Talent to be discussed
3. Activities designed to reinforce the talent
4. An assigned activity for the parent to present to their child
5. A brief summary of the session

After the first session, it was evident that the

planned activities per session were too numerous. The participants were so involved in each activity that this author had to revise the time allocations to allow for the needs of the participants. The curriculum for the parent training session is included as an attachment in this report.

Selection of Participants:

Due to the size of the school and the grade level experience of the implementer, parents of third, fourth, and fifth grade students were targeted for this study. In order to maintain a group small enough to facilitate discussion, the training program was limited to 25 participants. On Thursday, April 2, 1987, a letter (Appendix D:39) was sent home with all third, fourth, and fifth grade students at this author's school. The letter included information regarding the training program content, clarification regarding the limited number of participants, the method of selecting participants, and an application form to be completed and returned by those parents who chose to participate in the workshop. The applications were returned to the main office and were

marked by date and time by office personnel. On Thursday, April 9, the first 25 applicants received acceptance letters (Appendix E:40) and evaluation packets and all other applicants received nonacceptance letters (Appendix G:42).

This author received many phone calls regarding the content of the training program and concern for children not in the gifted program. The number of participants would have been very low if the parents had not requested clarification. This author plans to change the title of the training sessions for future presentations. The title should focus on the parents role as a support person and not on the subject of higher level thinking skills.

Space and Time:

The implementation proposal was presented to this author's principal the third week of March for approval and for placement on the master calendar. The dates selected were as follows: April 16, April 30, May 14, and May 28. It was necessary to plan the sessions around the very active PTA calendar. The choice of the designated time, 7:00 p.m. to 8:00 p.m.

was influenced by consideration of the working parent schedule and the timed security system in the building. Participants were pleased with the hour sessions. They remarked that it was not difficult to find a sitter for an hour and a half, they had time to have dinner with their family, and they were home for the children's bedtime.

It was necessary to have a room large enough to facilitate grouping techniques and to allow for the implementing activities. Several of the activities required a convenient water source and tables with smooth flat surfaces. This author rearranged the room each session to encourage participants to meet new members.

Administration of Evaluation Instruments:

The participants were given pre and post evaluation packets. The packets contained a copy of the poem "I Paint the Joy of a Flower" by Bill Martin (Appendix F:41), a blank audio cassette, and a copy of the parent self-evaluation survey (Appendix A:36). The participants were instructed to tape a 15 minute interaction session with their child, using the poem

as a stimulus, and to complete the parent self-evaluation survey. The pre evaluation packets were given to the participants a week prior to the iniation of the training program and were returned at the close of the first session. The post evaluation packets were given to the participants at the completion of the last session and were returned to this author the following week.

Compilation of Data and Recommendations:

Using an observation instrument, trained observers recorded the data from the taped parent/child interaction sessions. After the post evaluations were completed, the data was compiled and interpreted by this author. Data collected using the observation instrument, parent self-reflection survey, and participant comments were used by this author to evaluate the parent training program and to make recommendations regarding its replication.

Chapter IV

Results

The evaluation instruments selected for this practicum were as follows:

1. Observation instrument (Appendix B:37)
2. Parent self-reflection survey (Appendix A:36)

Parents and students were given the opportunity for complete anonymity for all evaluation measures.

The observation instrument was used to tabulate the frequency of higher level questions that were asked by the participants. The participants were given a copy of the poem "I Paint the Joy of a Flower" by Bill Martin (Appendix F:41) and a blank cassette tape. They were asked to read the poem to their child and discuss it for 15 minutes. The participants were requested to complete this process the week before attending the first session and the week following the last session. Twenty-one of the participants completed the pre and post tapes. Trained observers

recorded the incidences of the five levels of questions posed by the participants during the 15 minute discussion. The observers used an observation instrument (Appendix B:37) to tabulate the results. The incidences of higher level questions were compared between the pre and post training session tapes (Figure 1, page 26). The data collected from the observation instrument demonstrated a 54 percent decrease in lower level questions and a 27 percent increase in higher level questions (Figure 2, page 27). It was the objective of this practicum to show an increase of 10 percent in the incidences of higher level questions posed by the participants. The results were more significant than anticipated.

The parent self-reflection survey was based upon a model found in Developing Minds (ASCD, 1985). It was designed to reflect the importance that is placed on higher thinking skills. The survey is entitled "Parents Self-Reflection Survey" and it was completed by the parent participants prior to and at the conclusion of the training session. The data was collected from the surveys which were completed by 24 of the 25 participants.

The parent self-reflection survey confirmed that

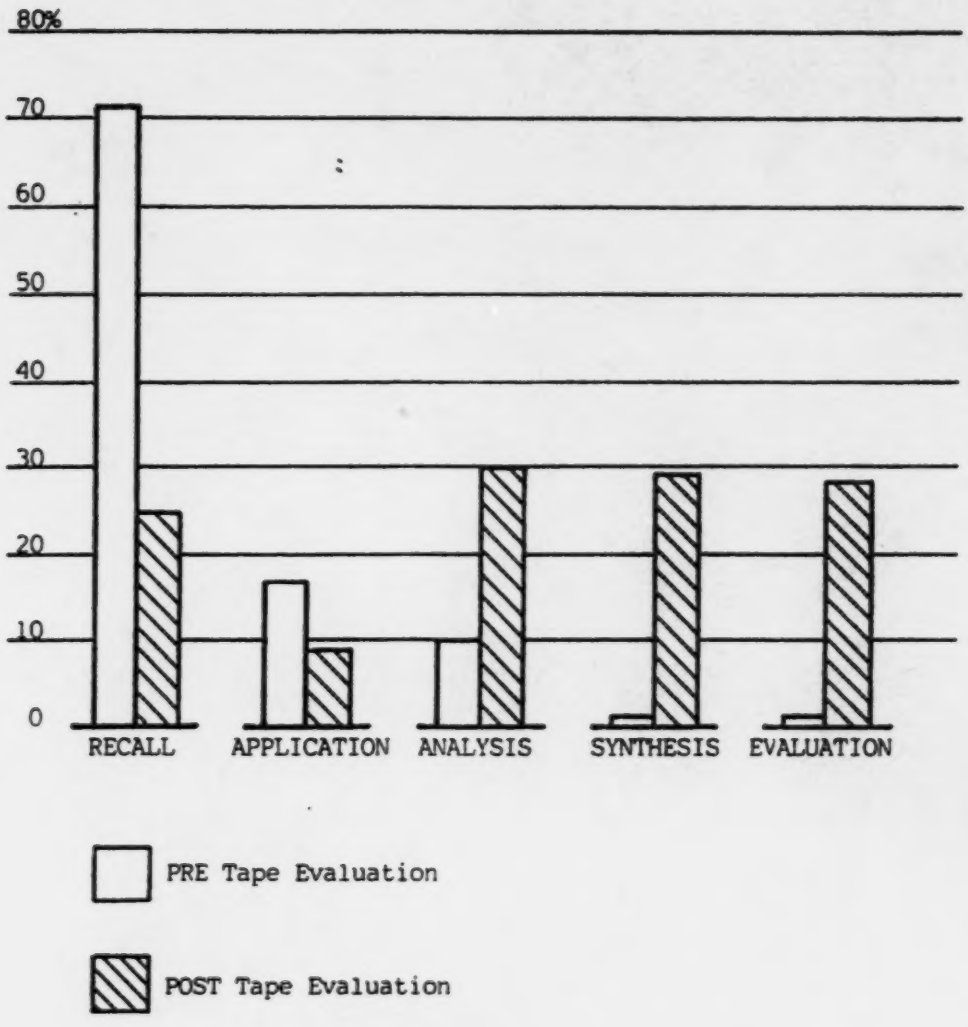

Figure 1

Recorded Incidences of Parent Questions

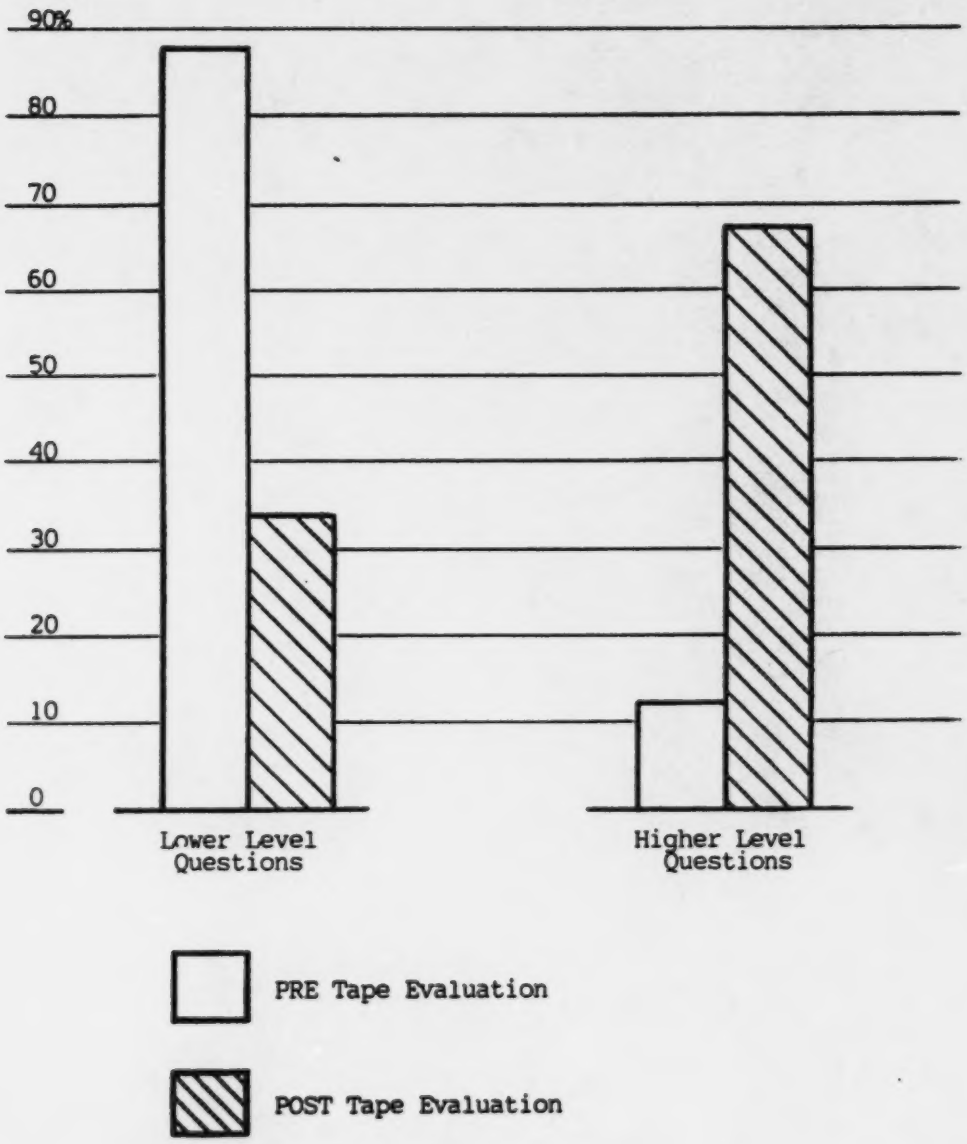

Figure 2
Recorded Incidences of Higher and Lower Level Parent Questions

the participants showed an increase of .83 points, on a five point scale. Significant gains were noted in the following behaviors which promote the development of critical thinking skills in children:

* Encouraging their children to seek alternative answers.
* Posing questions which required more complex answers.
* Assisting their children in developing their own objectives for learning.
* Using current topics to stimulate questions from their child.
* Discussing the thinking process with their children.

The objective of this practicum was to facilitate a .5 point increase in the critical thinking skill awareness level of the participants. The .83 point increase exceeded this author's expectations. Table 1 on page 29 illustrates the obtained increase.

An informal survey was conducted at the close of the last session. The following comments were made by the participants:

* Increase the number of sessions.
* Continue with the one hour time limit.

Table 1

Awareness Survey

Total number of respondents: 24

Scale: 5-1

	Pre	Post	Difference
1. I encourage my child to seek alternative answers.	4.00	4.70	+ .70
2. My child gives reasons for making statements.	3.45	3.70	+ .25
3. Most questions I pose to my child can be answered with short or one-word answers.	3.55	4.85	+1.30 *
4. My child sets objectives for his own learning.	2.85	4.00	+1.15
5. I actively listen to my child.	4.15	4.30	+ .15
6. My child tries to understand how and why people created ideas.	2.65	4.00	+1.35
7. I use current topics as a means for my child to generate his own questions.	3.00	4.30	+1.30
8. My child and I discuss our thinking.	3.15	4.00	+ .85
9. I afford my child opportunities to use problem-solving strategies.	3.00	3.45	+ .45
TOTAL	3.31	4.14	+ .83

* Due to the intent of this question, a scale of 1-5 was used in the evaluation.

* Parents were very positive regarding the Talent's Unlimited materials.
* Many parents shared the activities with the neighborhood children.
* There were over 30 requests from parents who wanted to join the training session after the second session.
* The activities were more enjoyable for their children than TV.

The author observed several additional parent responses to the training program. These observations are as follows:

* The parents were eager to learn and attendance at the training sessions was excellent.
* When the participants had to miss a session they made arrangements with another member to tape the session.
* Children, whose parents were not attending the training program, came to this author's room to get copies of the activities for their families.

The gain evidenced by the data, as well as the positive feedback from parents, leads this author to conclude that the critical thinking skills training program was effective.

Chapter V

Recommendations

The positive results of the parent training component of the practicum are an indication that significant gain can be realized through this type of approach. Because the necessary components of the training program have been assembled, this program can be replicated in this author's school during the 1987-1988 school year. The training program can be implemented by this author and by other members of the staff who have been certified in Talent's Unlimited and trained in this parent strategy. The observer of this practicum has expressed a need for parent support sessions for those parents of students who do not meet the criteria for the Gifted Program. This training program could have a positive impact on this targeted group of parents.

The director of the county Gifted Program has expressed an interest in utilizing this strategy to aid in the expansion of the Gifted parent program.

The training program could serve as a stimulus for the formation of new parent groups or could be used as a parenting strategy program for existing parent groups.

This training program could be used district wide to facilitate the awareness of higher level thinking skills in the community. The District CTS Task Force could give consideration to this method of improving higher level thinking skills of students through a program of parent involvement.

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APPENDICES

Appendix A

Using the frequency scale, please respond to the following statements.

Frequency: 5 = Often 1 = Seldom

1.	I encourage my child to seek alternative answers.	5	4	3	2	1
2.	My child gives reasons for making statements.	5	4	3	2	1
3.	Most questions I pose to my child can be answered with short or one-word answers.	5	4	3	2	1
4.	My child sets objectives for his own learning.	5	4	3	2	1
5.	I actively listen to my child.	5	4	3	2	1
6.	My child tries to understand how and why people created ideas.	5	4	3	2	1
7.	I use current topics as a means for my child to generate his own questions.	5	4	3	2	1
8.	My child and I discuss our thinking.	5	4	3	2	1
9.	I afford my child opportunities to use problem-solving strategies.	5	4	3	2	1

Appendix B

TAPE # _____

PRE _____

POST _____

RECORDED INCIDENCES OF QUESTIONS

RECALL _____

APPLICATION _____

ANALYSIS _____

SYNTHESIS _____

EVALUATION _____

Appendix C

PRACTICUM IMPLEMENTATION TIMELINE

February, 1987	Identify the problem area
March, 1987	Select strategy
March, 1987	Select materials
March, 1987	Select participants
March, 1987	Select time and location for workshop
April 2, 1987	Send home workshop information letters
April 9, 1987	Send home acceptance and nonacceptance letters
April 16, 1987	Session 1
April 30, 1987	Session 2
May 14, 1987	Session 3
May 28, 1987	Session 4
June, 1987	Evaluate practicum

Appendix D

LAKE MAGDALENE SCHOOL

APRIL 2, 1987

Dear Parents,

During this school year members of the staff and faculty of Lake Magdalene Elementary School have participated in a study of Critical Thinking Skills. We are very excited about the implications for our school and the district. In our effort to keep our parents updated on the current trends in learning, we have planned a four week workshop on Critical Thinking Skills. This "hands-on" experience will enable you to become a Critical Thinking Skills motivator for your child.

The workshop will be presented by Mrs. Marilyn Blackmer and will be held in Room 28 from 7:00 p.m. to 8:00 p.m. on April 16, April 30, May 14, and May 28. There is no fee for this workshop and all materials will be furnished.

If you would like to attend the workshop, please complete the form below and return to the office as soon as possible. We do ask that only one member from each family attend, because of the limited spaces available. The workshop will be limited to thirty particpants. A confirmation letter will be sent to all participants.

If you have any questions please feel free to contact Mrs. Blackmer at school, 932-0275 or at home, 961-1407.

- -

CRITICAL THINKING SKILLS WORKSHOP

Parent's Name _____

Child's Name _____

Homeroom Teacher _____

Appendix E

LAKE MAGDALENE SCHOOL

APRIL 9, 1987

Dear ,

Thank you for expressing an interest in the Critical Thinking Skills workshop. I am looking forward to seeing you on April 16 at 7:00 p.m. in Room 28.

Before the first meeting, would you please read and discuss the enclosed poem with your child. I have included a tape for you to record your discussion. Please limit your taped discussion to fifteen minutes. (It is not necessary for you to identify yourself on the tape.)

Would you please bring the tape and the completed checklist to the first meeting. There will be a special incentive for all of you who remember!

Sincerely,

Marilyn Blackmer

Appendix F

I PAINT THE JOY OF A FLOWER

by Bill Martin

I paint the joy of a flower,
the flame of leaves,
the boldness of mountains,
the dance of the breeze,
the aloneness of prairies,
the break of the sea,
the silence of summer,
the age of a tree,
the circling of seagulls,
the dusting of snow,
the lure of the water,
the blue of shadow,
the brilliance of aspens,
the shyness of streams,
the glory of sunsets,
the wonder of dreams.

Appendix G

LAKE MAGDALENE SCHOOL

APRIL 9, 1987

Dear ,

Thank you for expressing an interest in the Critical Thinking Skills workshop. I am sorry that all spaces have been filled at this time. However, you will be given special consideration if the workshop is offered at another time. I have some Critical Thinking Skills materials that you are welcome to borrow. Please feel free to stop by Room 28 after 2:30 p.m. on April 16.

Sincerely,

Marilyn Blackmer

PARENT TRAINING PROGRAM

RESOURCE GUIDE

SESSION 1

PRODUCTIVE THINKING

1. Introductions and statement of objectives
2. CTS in a nutshell
3. Brief explanation of Talent's Unlimited
4. Basic overview of Productive Thinking - Ditto
5. Activity: Word "pictures" - Ditto
6. Activity: Bubble investigations
7. Assignment: Feature a Creature - Ditto
8. Summary

CREATIVE - PRODUCTIVE

Creative thought and expression requires playing around with ideas and toying with possibilities. Students that have experienced conforming pressures and a rigid, restrictive environment will need special assistance. Teachers will need to convince them that different, novel, unusual, and even "off-beat" ideas and expressions are wanted. Basic to teacher encouragement of creative productive thinking is the understanding of the following thinking processes:[1]

ASIC

NFORMATION

a. FLUENT PRODUCTION OF IDEAS - He that produces the larger number of ideas or responses is the more fluent. (Example - Listing all of the uses you can think of for a cigar box.)

b. ORIGINAL THOUGHT - Production away from the obvious, an idea or expression that is novel, unique, one-of-a-kind. (Example - Making a product different from anyone else's).

c. ELABORATION - To embellish, enrich, or add detail to thought, expression, or a product. (Example - Adding details, making it tell a great deal.)

d. FLEXIBILITY - To consider differing or contrasting ideas or points of view. (Example - Finding varying ways to accomplish something.)

1. Williams, Frank E., Classroom Ideas for Encouraging Thinking and Feelings, D.O.K. Publishers, 71 Radcliffe Rd., Buffalo, New York, 14214.

17

CREATIVE - PRODUCTIVE

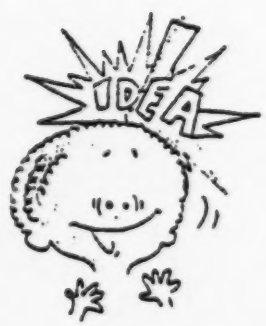
Creativity is the ability to be original, to sense problems, and to generate novel, unique, and useful solutions. Involved are the invention, composition, design, or production of ideas, products, expressions.

SUGGESTED

TEACHING

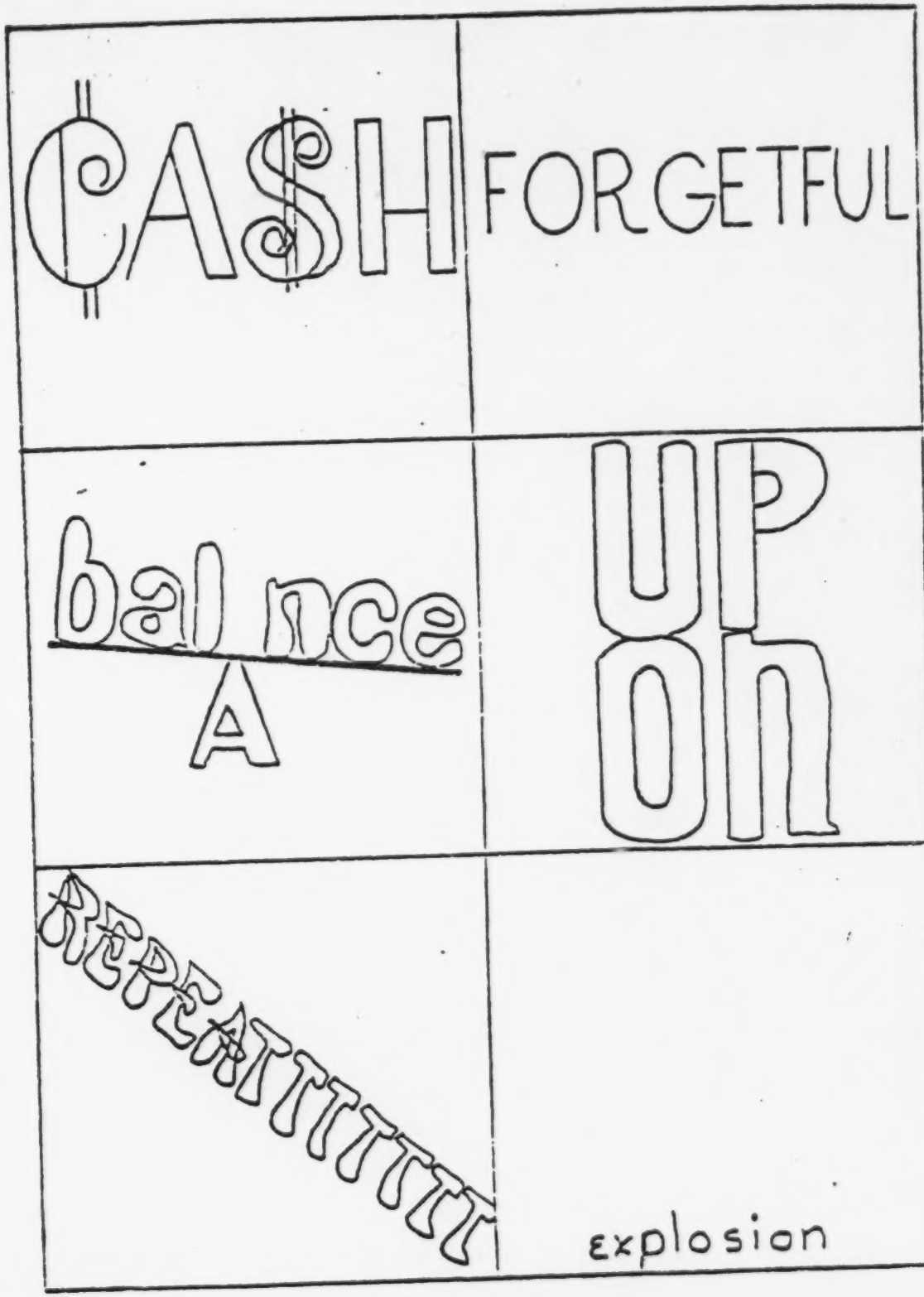
CUES

1. Make a long list telling all of the good things about yourself. (Fluency)
2. How could we use old magazines? Tell all of the ways you can think of. (Fluency)
3. Compose a novel headline for the newspaper story. (Originality)
4. Invent a new game to play in the snow. (Originality)
5. Have your drawing tell all about it. (Elaboration)
6. Give all of the details so that we will clearly understand. (Elaboration)
7. What are some different points of view? (Flexibility)
8. How else might we reach our objectives? (Flexibility)



Additional Cues: Alter, rearrange, rephrase, substitute, change, restate, combine, reconstruct, adapt, magnify, originate, modify, rewrite, reverse, elaborate, and minify.

18


¢A$H
FORGETFUL
bal nce
A
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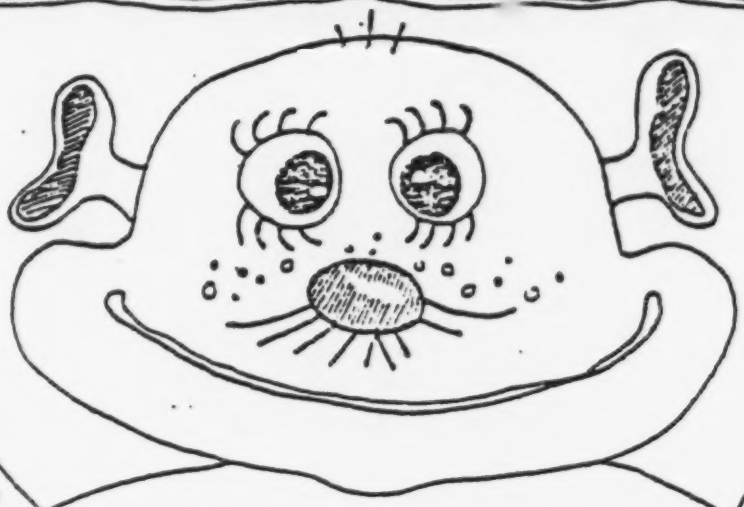
On
REPEATTTTT
explosion



FEATURE A CREATURE

On a large sheet of paper, draw a make-believe creature that has at least 9 of the following features:

antenna	whisker	horn	snout
eye	finger	fin	tail
mouth	leg	hair	wing
nose	foot	ear	tusk

Assign a number value to each body part (for instance, 7 for a finger, 13 for a fin). Then, design and compute a set of number sentence problems that make use of your creature for the answers.

Examples: 5 times a fin equals 65. (5 x 13 = 65)

100 minus 2 fingers equals 86. (100 - 14 = 86)

Write your problems on the front of your creature, and put your answers on the back. Ask a classmate to work your "Creature Feature" sentence problems.

SESSION 2

FORECASTING

1. Sharing of "homework"
2. Basic overview of Forecasting
3. Activity: Little Known Laws - Ditto
4. Activity: Popcorn in a test tube
5. Discussion of cause and effect - Ditto
6. Assignment: Sarah Sylvia Stout - Ditto
7. Summary

FORECASTING - PREDICTING

The consideration and prediction of future events calls for the exercise of forecasting talent. Rather than a "guess" activity, predicting tends to become scientific in nature when all of the many factors influencing a future event are taken into considera tion. Once again, the teacher plays an important role in helping thinkers to develop their forecasting - predicting talent. Questi to assist students in developing forecasting - predicting ability a as follows:

BASIC INFORMATION

a. What do you need to know before you go ahead?
b. If the conditions change, how do you think it will effect othe
c. Taking into consideration all you know about it, what do you predict the outcome will be?
d. Do you feel that your proposed activity is responsible?
e. Will your decision be something you can live with?
f. Is there anything that might cause you to think differently?

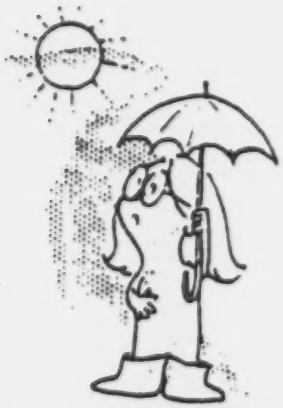
Teachers should encourage students to keep their thinking open and to explore all of the possibilities effecting an outcome befor making a prediction. Teachers should also encourage students t consider all of the possible consequences of a given situation or behavior.

FORECASTING - PREDICTING

As an act of prophesy, forecasting is looking ahead into the future a foretelling the outcome. The forecaster is sensitive and aware of conditions that shape and determine future events. His sensitivity involves a quick and keen perception of human nature and an under- standing of causes and their effect.

SUGGESTED TEACHING CUES

1. From what you have read, foretell the outcome of the story.
2. Project your thinking, tell what you think . . . (schools, super markets, automobiles) will be like in twenty years.
3. What might happen if . . . (the oceans ran out of fish)?
4. Taking into consideration all that you know about . . . (natural resources), predict the state of affairs if . . . (no new laws are enacted).
5. What differences would it make if . . . (everyone lived ten yea longer - automobiles were outlawed).
6. If . . . (the extensive use of robots) were to happen, then what would you expect to also happen?



Additional Cues: Propose, guess, perceive, imagine, explore, view, anticipate, contemplate, hypothesize and assume.

LITTLE KNOWN LAWS

1. In Evansville, Indiana, hamburgers may not be sold on Sunday.
2. In Colorado Springs, Colorado, the law upholds a dog's right to one bite.
3. In Nebraska, you may not picnic in the same place within a thirty day period.
4. Employees in Concord, N.H., are not permitted to work in bare feet.
5. A child under twelve in Blue Earth, Minnesota, must be accompanied by a parent when using the telephone.
6. In Massachusetts there was a law forbidding the showing of movies which lasted longer than twenty minutes.
7. In Roderfield, West Virginia, only babies are allowed to ride in baby carriages.
8. The Wisconsin legislature passed a law ordering that with each meal sold in the state for twenty-five cents or more, a minimum of two-thirds of an ounce of cheese must be served.
9. In Oklahoma, eavesdropping is illegal.
10. It is illegal to own both a cat and a bird in Reed City, Michigan.
11. Anyone over the age of eighty-eight in Idaho Falls, Idaho, is not permitted to ride a motorcycle.
12. In Denver, Colorado, the law insists that dogcatchers notify dogs of impounding by posting a notice on a tree in the park.
13. In Bellingham, Washington, a woman may not take more than three steps backward while dancing.
14. You can attach a horn to your bicycle in New Mexico only if it produces a harmonious sound.
15. In Star, Mississippi, it is a punishable offense to ridicule public architecture.
16. Heels higher than 1-1/2 inches are outlawed in Utah.
17. It is unlawful in Portland, Oregon, to wear roller skates in a public rest room.
18. In Glendale, California, horror films can be shown only on Mondays, Tuesdays, and Wednesdays.
19. Wearing a mask in Denver, Colorado, is forbidden by law.
20. An ordinance of Pocatello, Idaho, makes it illegal to look gloomy.

Little Known Laws - Cont.

21. In Georgia, a dentist can be charged with a misdemeanor if found guilty of cruelty.

22. The law in Minneapolis, Minnesota, prohibits driving red automobiles.

23. In Massachusetts, men are not permitted in women's hairdressing salons for hair tinting or waving.

24. In Evansville, Indiana, hamburgers may not be sold on Sunday.

25. You are not allowed to draw funny faces on your window shades in Garfield County, Montana.

26. The Paiute Indians in California ban mothers-in-law from spending more than thirty days a year with their children.

27. Dogs are not allowed to bark after 6 p.m. in Little Rock, Arkansas.

28. Toy pistols are prohibited in Louisiana.

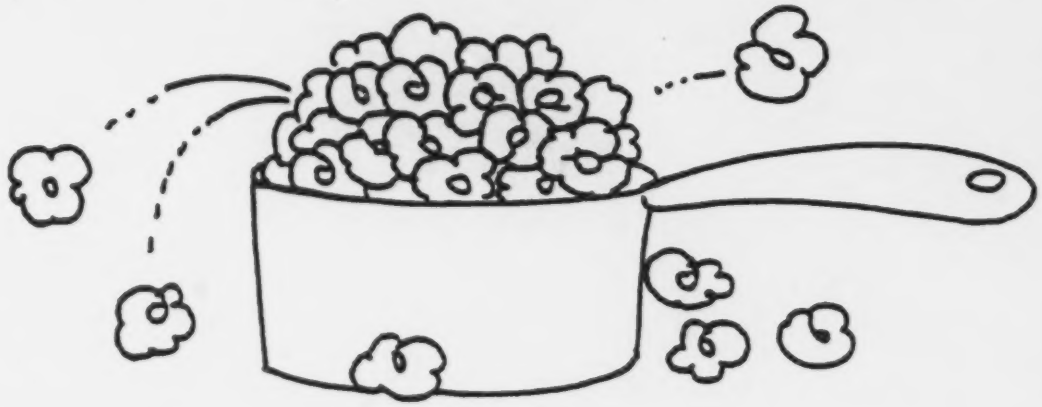
29. In Alabama, books about outlaws are banned.

30. In Marblehead, Mass., it is illigal to cross the street on Sunday unless it is ablolutely necessary.

name _____ 17

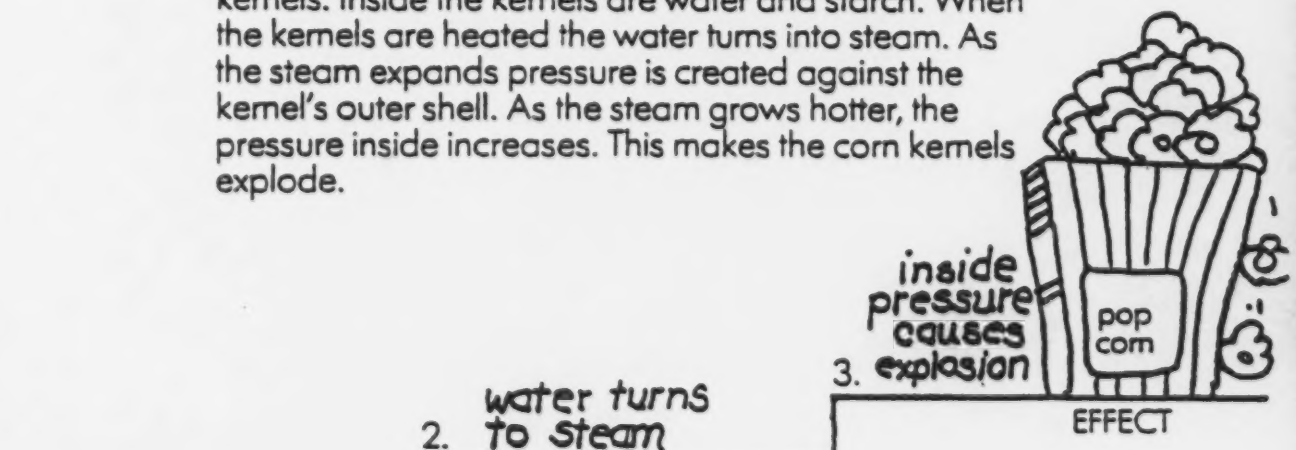
Sequential Causes (three)

Instructions: Sometimes cause and effect patterns are like climbing stairs to reach the top. One happening (cause) triggers another happening until the end result (effect) is reached. Read the paragraph below. Write the causes on each step to reach the effect. Begin with #1.



From the Pot to the Pop

A favorite snack food in America is popcorn. Do you know what changes those hard little kernels into a delicious treat? To make popcorn you must first heat the kernels. Inside the kernels are water and starch. When the kernels are heated the water turns into steam. As the steam expands pressure is created against the kernel's outer shell. As the steam grows hotter, the pressure inside increases. This makes the corn kernels explode.



Poem from: "Where the Sidewalk Ends" by Shel Silverstein

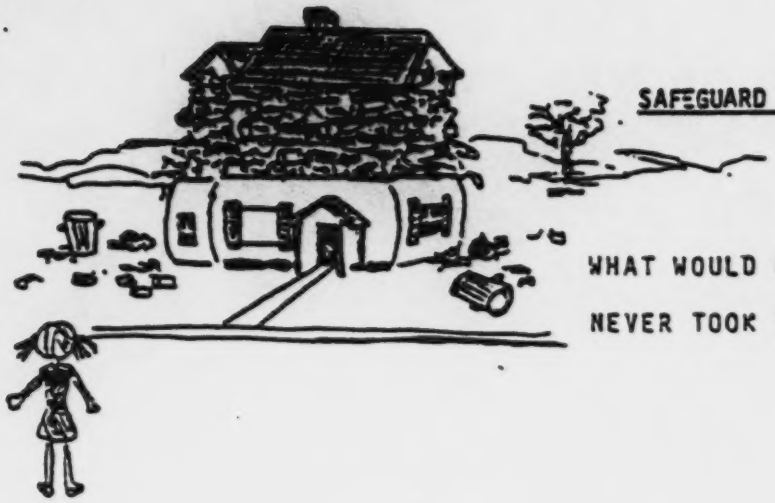
SARAH CYNTHIA SYLVIA STOUT WOULD NOT TAKE THE GARBAGE OUT

Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.

And so it piled up to the ceilings:
coffee grounds, potato peelings,
Brown bananas, rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal
Pizza crusts and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bits of beefy roasts...

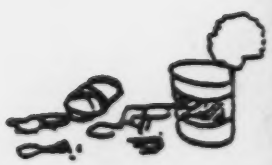
The garbage rolled on down the hall,
It raised the roof, it broke the wall...
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk and crusts of pie,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of cream of wheat.

At last the garbage reached so high
That finally it touched the sky.
And all the neighbors moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,
"OK, I'll take the garbage out!"
But then, of course, it was too late...
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right now relate
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!



SAFEGUARD THE EARTH ACTIVITY SHEET

WHAT WOULD HAPPEN IF THE FAMILTY NEVER TOOK THE GARGABE OUT?



EVALUATION - DECISION-MAKING

BASIC INFORMATION

According to some experts, decision-making requires the highe levels of thinking. It is believed that all of the talents previous listed are involved in the evaluation - decision-making proces

In helping students to develop their decision-making talents, teachers may call attention to the need for identifying, consider and judging all of the possible alternatives. As a means of esta lishing the worth of an idea or course of action, criteria (yard-sticks) may be established and applied:

a. WHO will it EFFECT?

b. Can it be EASILY IMPLEMENTED?

c. What will it COST in terms of money? Time?

d. Will it SERVE the PURPOSE? Will it SOLVE the PROBLE

e. What NEW PROBLEMS will it CREATE?

f. Will you be HAPPY WITH the OUTCOME? Why?

g. WHAT will be the CONSEQUENCES?

20

EVALUATION - DECISION MAKING

The decision-maker arrives at good or preferred solutions to probl He is keenly aware of the nature, quality, and conditions that effect problem or situation. The cues that follow will assist pupils in gath information, establishing values, and arriving at logical conclusion

SUGGESTED TEACHING CUES

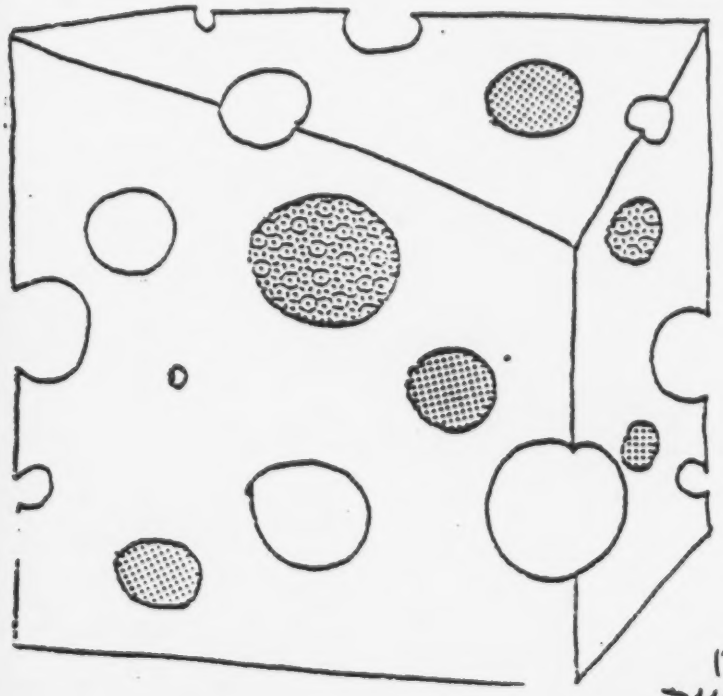
1. Examine all possibilities. Make a record of your findings.
2. Using available information, determine the best way.
3. Decide how . . . support your decision.
4. Appraise the situation, where are we now?
5. Select the best . . . Why is it the best?
6. What questions will you ask as you examine alternatives?
7. Make a choice. Justify your selection.
8. You be the judge, rule on the situation. Why that decision?

Additional Cues: Determine, defend, conclude, discriminate, detect, disclose, evaluate, reveal, and conclude.

21

Make a survey: Ask 10 friends what one thing in the whole world would give them true happiness?

	name	response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



12
DM-24

PARSLEY, SAGE, ROSEMARY, THYME SCORE SHEET

Keep track of the game points you have earned here.

I have earned _____ points.

I am _____

If you earn 25 to 52 points, you are

ENERGETIC
TALENTED
CREATIVE
PATIENT
THOUGHTFUL

If you earn 53 to 70 points, you are

FRIENDLY
COMPATIBLE
KIND
DEPENDABLE
JOLLY

If you earn 71 to 98 points, you are

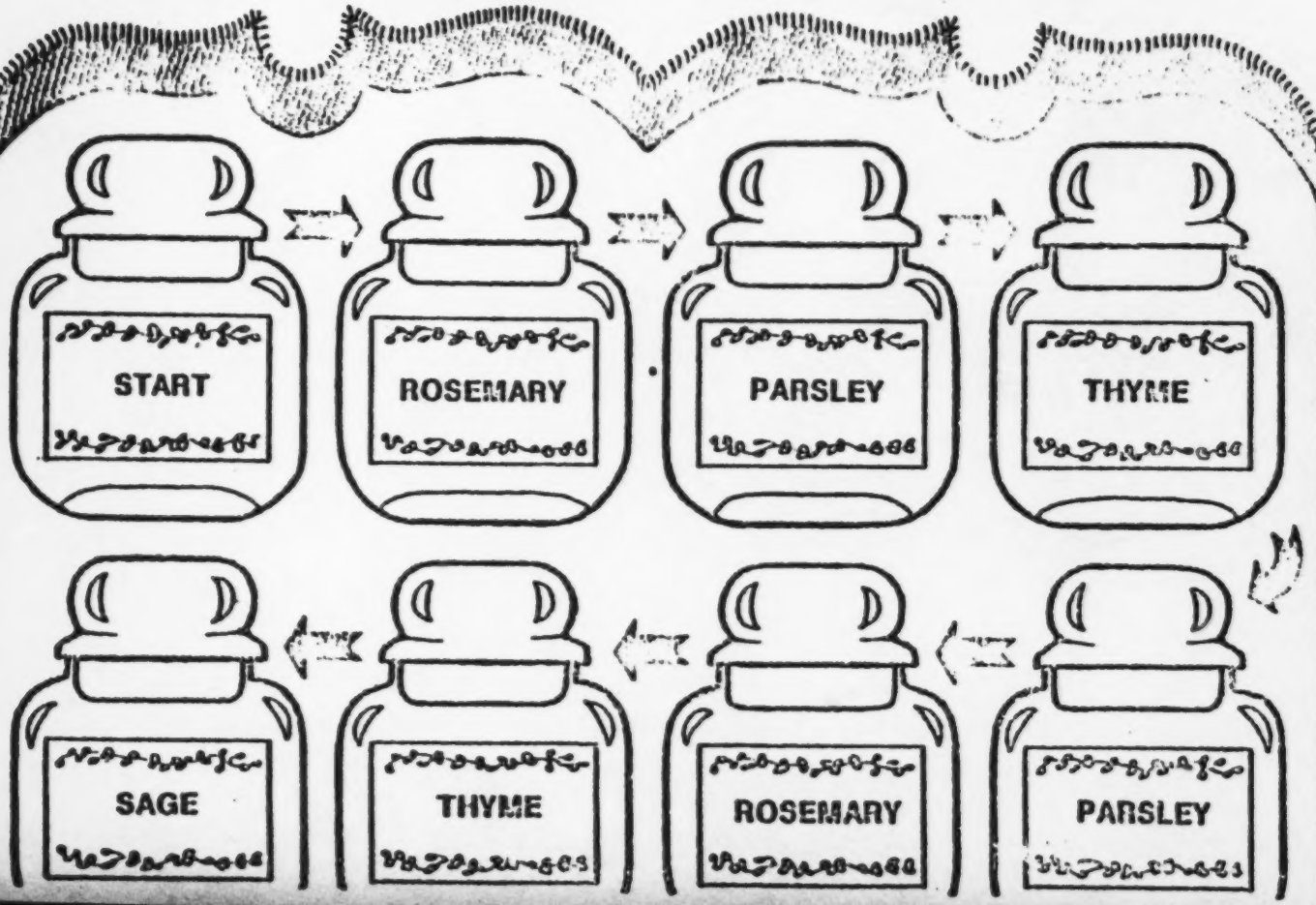
GENEROUS
COMPASSIONATE
TRUSTWORTHY
FUN
LOYAL

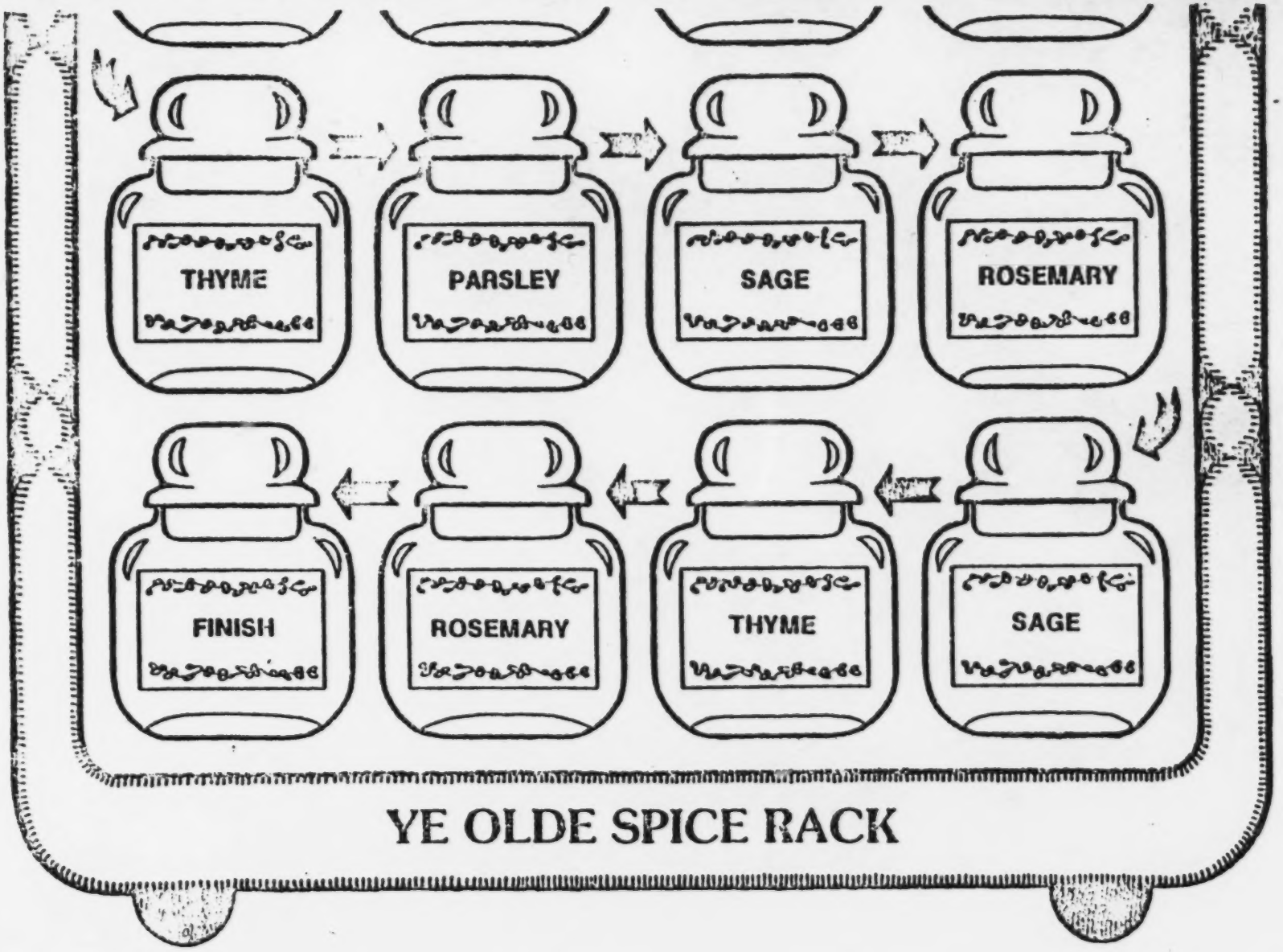
If you earn 99 to 135 points, you are

HONEST
WITTY
INVENTIVE
WARM
SHARING

140-27

PARSLEY, SAGE, ROSEMARY, THYME GAME





YE OLDE SPICE RACK

GAME CARDS

PARSLEY, SAGE, ROSEMARY, THYME Are you a sunrise (2 pts.) or a sunset (5 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a breeze (7 pts.) or a hurricane (2 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you asparagus (2 pts.) or broccoli (7 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you wash-and-wear (5 pts.) or dry-clean-only (7 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a china tea cup (7 pts.) or a coffee mug (5 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a day at the beach (5 pts.) or a trip to the snow (10 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you purple (5 pts.) or green (2 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a tadpole (10 pts.) or a frog (7 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you an eagle (10 pts.) or a sparrow (7 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you the tortoise (5 pts.) or the hare (10 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you yesterday (10 pts.) or tomorrow (2 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a burning fire (2 pts.) or a glowing ember (5 pts.)?

~~142~~ 29

GAME CARDS

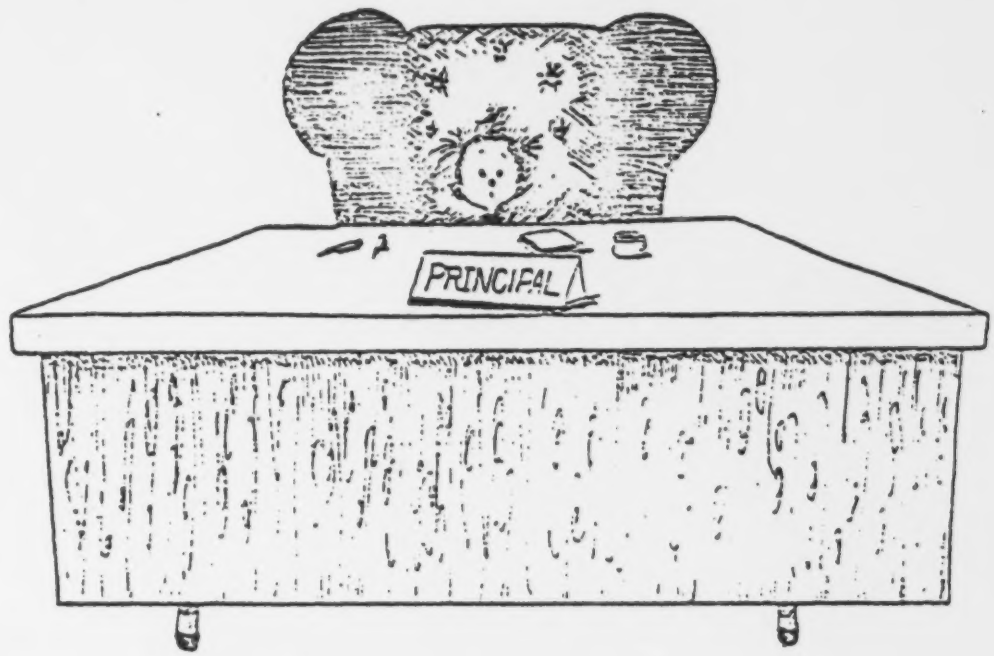
PARSLEY, SAGE, ROSEMARY, THYME Are you an actor (10 pts.) or a director (7 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a mountain cabin (5 pts.) or a giant skyscraper (10 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a drum (7 pts.) or a flute (2 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a long distance runner (7 pts.) or a sprinter (2 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a sailboat (10 pts.) or a speedboat (2 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you silk (2 pts.) or burlap (10 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a comic book (7 pts.) or a mystery story (5 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you shiny shoes (7 pts.) or bare feet (2 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a steak dinner (10 pts.) or a juicy hamburger (2 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a St. Bernard (10 pts.) or a poodle (5 pts.)?
PARSLEY, SAGE, ROSEMARY, THYME Are you a jeep (5 pts.) or a Cadillac (7 pts.)?	PARSLEY, SAGE, ROSEMARY, THYME Are you a shiny penny (7 pts.) or a crumpled dollar bill (10 pts.)?

14-28

PRINCIPAL POWER ACTIVITY SHEET

A school principal's life is not always easy. Have you ever thought about how many important decisions have to be made in the school principal's office every day?

Put yourself behind the principal's desk, and test your power to think like a principal.



1. What would be the three most important things for you to do the week before school starts?

1)_____

2)_____

3)_____

2. What would be your three major concerns on the first day of school?

1)_____

2)_____

3)_____

SESSION 4

COMMUNICATION

1. Sharing of "homework"
2. Basic overview of Communication
3. Activity: Eyewitness Energy - Ditto
4. Activity: All About Me - Ditto
5. Evaluate parent training program
6. Assignment: Post evaluation
7. Summary

COMMUNICATION

In helping students to develop communication talent, the task of the teacher becomes one of assisting students to understand the complexity of message sending and receiving. This may be done by helping them to recognize the many aspects of human interaction:

BASIC INFORMATION

a. Expressing a need to someone else.
b. Understanding someone else's expression of a need.
c. Conveying a feeling to someone else.
d. Making oneself clearly understood by others.
e. Sending and receiving non-verbal messages.
f. Expressing emotions and feelings.

In working toward clear and concise communication, teachers may assist students in their discovery and use of descriptive words that create images of: color, sound, textures, shapes, and odors.

Descriptive words may also express feelings, emotions, and attitudes. These expressions may also be conveyed non-verbally throug gestures and "body language."

COMMUNICATION

The talented communicator has the ability to express himself clearly and effectively in spoken, written, or artistic forms. Others understand him very well. He also receives information and messages efficiently and as a result understands others quite well.

SUGGESTED TEACHING CUES

1. Summarize the story so that we understand the particulars.
2. Give an explanation for . . . tell why it happened.
3. Write a poem that clearly describes your feelings about war
4. Have your painting express joy (fear, happiness, hurt, etc.)
5. Show how . . . (your mother) acts when you . . . (are late for supper). Explain why you believe she acts that way.
6. Draw a map showing the shortest way to town.

Additional Cues: Advise, say, enlighten, demonstrate, sketch, outline, pronounce, gesture, acquaint, announce, recite, translate, inform, convey, verbalize, act out, accent, and articulate.

EYEWITNESS ENERGY

TALENT FOCUS: Communication

CONTENT AREA: Intermediate Science

MOTIVATION

RESOURCE(S) TO BE USED: "Eyewitness Scene" and "Ten Eyewitness Questions" Activity Sheet "Eyewitness Energy"

ACTIVITY WITH RECOURCE: Study the "Eyewitness Scene" carefully for one minute. Turn the scene over and try to answer the ten questions about it without looking back. Discuss with students: Why is it difficult to be a good witness? When is it important to be a good witness at home, at school, and in the community? How could you improve your observation and concentration skills?

TEACHER TALK

In this activity, remind the students that they will be practicing their Communication Talent.

They are to:

1. Give many, varied single words to describe something.
2. Give many, varied single words to describe feelings.
3. Think of many, varied things that are like another thing in a special way.
4. Let others know that you understand how they feel.
5. Make a network of ideas using many, varied complete thoughts.
6. Tell your feelings and needs without using words.

STUDENT RESPONSE

A popular game today is one called Eyewitness. In this activity, you will find a number of busy, action-filled scenes with many details about some aspect of everyday life -- a view of beach activities, a view of a shopping center, a view of a dog show in action, or a view of a typical elementary classroom in operation.

To play the game, one of these busy scenes is shown to a small group of people for one minute only. The participants study the picture very quietly and carefully noting both main ideas and minute details of what's happening in the scene. Then they are asked to answer ten true/false questions about the scene based on their visual memory and their ability to concentrate. The questions are given a point value of from one to five points depending upon their degree of difficulty. Ther person with the most points wins the game and is the best "eyewitness."

...continued

You are to create a large, colorful, and detailed picture of some aspect of energy. It might be a busy scene of ways to save energy in the home. It might be a series of steps showing construction of a nuclear power plant. It might even be a series of special newspaper headlines and photographs or comments on current energy topics. It might possibly be a collage of energy sources and energy receivers. Finally, it could be an advertisement urging people to conserve energy. Your picture should be a combination of magazine illustrations and personal drawings to make it large, colorful, and detailed.

After your drawing is finished, make a list of ten good questions about it making certain they vary in difficulty. Assign points. Your questions should be written on the Activity Sheet first and then, after field testing, copied on the back of your finished Eyewitness scene.

REINFORCEMENT

Play your Eyewitness game with a group of friends.

NOTES TO MYSELF: _____

_____

_____

79

~~c-53~~ 76

TEN "EYEWITNESS" QUESTIONS

1. How many "kids" in the energy picture?
2. List two ways the kids are energy consumers in the picture.
3. What time is it?
4. What appliance is sitting on the counter top next to the stove?
5. What month is it?
6. What type of plant is using solar energy to grow on the windowsill?
7. What appliance is plugged into the socket on the desk top next to the sink?
8. How many knives in rack hanging next to oven?
9. What does the boy have on his hands and why?
10. What type of food is in the bowl atop refrigerator?

*** ANSWERS ***

1. two
2. washing dishes and baking in oven
3. 4:05
4. iron
5. July
6. cactus
7. toaster
8. four
9. potholder to protect hands from heat of the oven
10. fruit

ALL ABOUT ME

TALENT FOCUS: Communication

CONTENT AREA: Intermediate Language Arts

MOTIVATION

RESOURCE(S) TO BE USED: Sample(s) of Autobiography and Definition Card of Autobiography
Activity Sheets "All About Me" and "My Me T-Shirt"

ACTIVITY WITH RESOURCE: Print the definition of an autobiography on a large poster card and use it to refer to when discussing elements of this form of literature. Explain the purpose of an autobiography and the different types of information one can expect to find in one. Show samples of autobiographies from library collection.

TEACHER TALK

In this activity, remind the students that they will be practicing their Communication Talent.

They are to:

1. Give many, varied single words to describe something.
2. Give many, varied single words to describe feelings.
3. Think of many, varied things that are like another thing in a special way.
4. Let others know that you understand how they feel.
5. Make a network of ideas using many, varied complete thoughts.
6. Tell your feelings and needs without using words.

STUDENT RESPONSE

Distribute Activity Sheet "All About Me" and have students write appropriate words to show what makes them "special." Have students complete the Activity Sheet "My Me T-Shirt," color it, and glue it to a picture of themselves.

REINFORCEMENT

Have each student write a short autobiography using the information from this activity. Share autobiographies.

MY ME T-SHIRT AVTIVITY SHEET

Write the words from the Activity Sheet "All About Me" in the spaces shown on the T-Shirt. Color the T-shirt. Then, cut it out and glue it on a picture of you.

ILA-401a

ALL ABOUT ME ACTIVITY SHEET

Complete the steps below:

Start with a pronoun which takes the place of your name.

_____

Add two adjectives that tell about you

_____ _____

Write three verbs with "ing" endings that tell things you like to do.

_____ _____ _____

Write four nouns (or things) that are important to you.

_____ _____ _____ _____

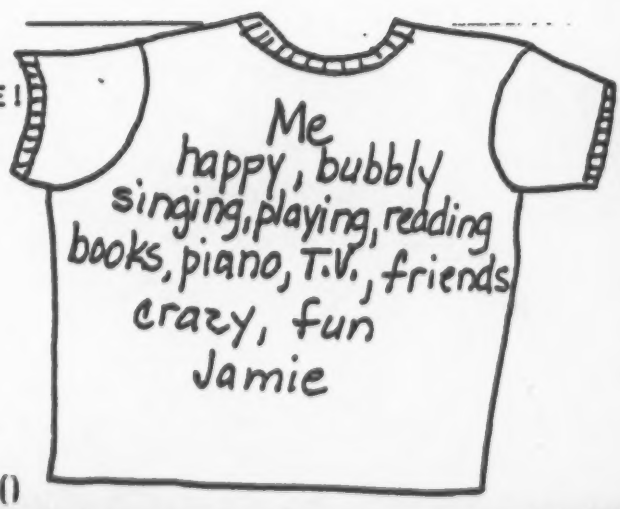
Write three more "ing" verbs.

_____ _____ _____

Write two more interesting adjectives.

_____ _____

Finish with a proper noun, YOUR NAME!



ILA-401b

LAKE MAGDALENE SCHOOL

APRIL 9, 1987

Dear ,

Thank you for expressing an interest in the Critical Thinking Skills workshop. I am sorry that all spaces have been filled at this time. However, you will be given special consideration if the workshop is offered at another time. I have some Critical Thinking Skills materials that you are welcome to borrow. Please feel free to stop by Room 28 after 2:30 p.m. on April 16.

Sincerely,

Marilyn Blackmer